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ABSTRACT

An evaluative study was done of Project THISTLE (Thinking Skills in Teaching and Learning), a program designed to improve the basic skills of urban college-bound high school students by working with their teachers in an integrated process of curriculum and staff development. In particular, the evaluation looked at the impact of the program on teachers, as perceived by the teachers themselves and by their supervisors. Of the several Newark (New Jersey) high schools participating in Project THISTLE, faculty members from one school, Malcolm X Shabazz High School (MXSHS), were evaluated. At the MXSHS, 29 faculty members were graduates of the program. Data were collected through interviews with 10 of the faculty members and questionnaires administered to 9 supervisors. The data suggest that teacher participation in Project THISTLE resulted in positive teaching changes, especially with a thinking skills focus, and in greater involvement in curriculum development. Teachers shared their significant satisfaction in having the opportunity to participate in the Project. Teachers also spoke about the excitement in collegial participation in the Project and how this feeling was subsequently diminished. Included are copies of correspondence, forms, and instruments used in the study in three appendixes. (JB)

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AN EVALUATION STUDY OF TEACHER AND SUPERVISOR PERCEPTION OF PROCRAM IMPACT ON TEACHER CHANGE

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August 5, 1992

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AN EVALUATION STUDY OF TEACHER AND SUPERVISOR PERCEPTION OF PROGRAM IMPACT ON TEACHER CHANGE

Introduction

Project THISTLE (Thinking Skills in Teaching and Learning) is a program created by the faculty at Montclair State College. The program was in operation at several Newark, New Jersey high schools when this evaluation report was written. The program was designed to improve the basic skills of urban college bound high school students by working with their teachers in an integrated process of curriculum and staff development. The major emphasis of the project is to assist teachers in improving their students' creative and critical thinking abilities, helping students to become intellectually active, construct meaning, and become reflective with ideas within the traditional content areas. Both teacher planning,and thinking as a basic skill, receive major attention within this 18 credit graduate program.

Procedure

Faculty at Malcolm X Shabazz High School, the Newark School District, Newark, New Jersey, were invited to participate in this program evaluation. Shabazz faculty were selected because Project THISTLE graduates represented a significant number of faculty (N=29) with the majority (N=25) representing the second class of entering students into Project THISTLE. These students, therefore, had an opportunity to base their evaluative comments upon several years of teaching experience following their graduation from Project THISTLE. In addition, one of the faculty had maintained a significant relationship with the Project THISTLE team, and was viewed as someone who would be facilitative in data collection. For the purposes of this study, she was titled Site Coordinator.

Instrumentation and Data Collection

In February 1987 a letter inviting participation (Appendix 1) was composed by the study director and approved by the Dean of The School of Professional Studies. The participant commitment would require about 30 minutes at Shabazz High School with an interview/discussion format taking place during a teacher preparation period. A participation form was included in the invitation, so that faculty would indicate whether or not they would participate in the study. If they planned to, they had to provide their name, subject area, and home telephone so that the study director could phone to arrange an interview, date and time.

The study director arranged with the site coordinator to distribute the study invitations. The participation forms were to be returned to her by March 18. Through follow-up phone call, it was learned that five of the total sample (N=29) were now teaching at other schools.

By the middle of March, 10 participation forms had been returned to the site coordinator, with nine of the forms indicating faculty willingness to participate in the study. The study director, disappointed with the returns, met with the site coordinator to discuss this. When the site coordinator indicated that the low return was a result of teachers simply being busy, she was asked to solicit greater participation.

By early April, with no additional participation indicated, the study director prepared a questionnaire (Appendix 2) in order to collect data from those who chose not to accept the original invitation, as well as the five faculty no longer teaching at Shabazz. Once again, distribution was performed by the site coordinator. Faculty were asked to return the questionnaire by April 16 in the self-addressed, stamped return envelope provided them.

By the end of April only one questionnaire response was received from a teacher who had not agreed to accept the original study invitation. The site coordinator was again asked to solicit a greater response.

In late May, with no additional faculty response to either participate in an interview or respond to a questionnaire, the study director phoned the participating faculty (N=9) to arrange for an interview/discussion at Shabazz High School during a free period. The study director, in order to stay within the agreed upon interview time, eliminated questions 6 and 7 from the interview schedule, as these were viewed as providing more detailed information than was required for this evaluation study. The interviews took place over three days in early June.

In addition, in order to collect evaluative data from administrators who were supervising our Shabazz sample teaching population (N=24), a questionnaire was designed (Appendix 3) and distributed by the site coordinator to nine subject area chairpeople/supervisors. Responses were received in June from four chairpeople supervising a total of eleven Project THISTLE graduates. This was intended to provide the study director with evaluative comments about teachers not participating in either the interview/discussion or questionnaire response, as well as the opportunity to assess whether there was congruence between supervisor and teacher perception of teacher change.

RESULTS

Teachers

The results are based upon data collected from ten teachers. Table 1 displays the total tallies for each of the study questions.

Each of the teachers responded that as a result of participation in Project THISTLE they either made modifications (N=7) or significant changes (N=3) in their teaching methods.

When asked to describe the modifications or significant changes made in their teaching methods as a result of participation in Project THISTLE, a total of 33 responses were offered, with twenty-six separate, discrete items cited. Wait-time was cited most often (N=3) while the setting of realistic goals and objectives, problem-solving, developing questions to elicit thinking, improved questioning techniques and testing for higher order thinking were each cited twice. Twenty other modifications or changes were cited once. The number of modifications/changes cited by each teacher ranged from 2 to 5, with a mean of 3.3, and was consistent for those reporting changes as well as those reporting modifications.

In terms of these teachers' focus on thinking skills in planning and teaching, the majority (N=8) indicated a great emphasis while two teachers reported that they focused only somewhat on thinking skills.

This reported degree of emphasis was perceived as a great change by most of the sample (N=5) from the way they taught prior to their participation, while four teachers reported their emphasis as being a small change, and one teacher perceiving the emphasis as being no change at all.

When the teachers reported their degree of involvement in curriculum development work, the majority of teachers responding (N=6) indicated that they either had been or were about to be involved in course curriculum development work outside of their participation in Project THISTLE. Another teacher reported that she had prepared one unit.

The majority of teachers (N=6) perceived this involvement as representing a small change in this area prior to their participation in Project THISTLE, while two teachers perceived a great change in their involvement and two teachers perceived no change at all.

Supervisors

Three of the nine supervisors returned completed questionnaires for seven of their faculty who participated in Project THISTLE. The questionnaires sought their perceptions of the impact that Project THISTLE had made upon their faculty.

The first supervisor completed a questionnaire for only one of three THISTLE graduates under his supervision and refused comment regarding the other two. The second supervisor completed questionnaires for all four of her faculty, three of whom were neither interviewed nor did they respond to the teacher questionnaire. A third supervisor completed questionnaires for two of his faculty, one of whom was interviewed. A fourth supervisor was unable to make any assessment because this was the first year that she was supervising the teacher from our sample THISTLE population.

Table 2 provides the supervisors' responses. The majority of teachers were perceived as having made modifications (N=4) or significant changes (N=2) in their teachings methods, while only one teacher was perceived as having not made any changes as a result of participation in Project THISTLE.

The supervisor who indicated that one teacher's teaching methods had not changed, provided no explanation.

The supervisor who perceived two of our THISTLE sample to have made significant changes in their teaching methods provided the description listed in Table 2. Descriptive detail was provided for only one of the four teachers who were perceived to have made some modification in teaching methods.

The three supervisors perceived that these seven teachers appear to focus on thinking skills either somewhat (N=4) or a great deal (N=3).

This degree of emphasis ranged from no change at all (N=1) to a small change (N=3) to a great change (N=2). One supervisor was unable to determine the degree to which this emphasis was a change from participation in Project THISTLE and provided no explanation.

The supervisors provided an evaluation of four THISTLE teachers' overall teaching performance since participation in Project THISTLE. One teachers' performance was perceived to have remained the same while three were perceived to have improved.

One supervisor provided information regarding areas of teaching that his two THISTLE teachers needed improvement in. While one of the two teachers was perceived as not needing improvement in any areas, the second teacher was perceived as needing to use more audio-visual materials in writing exercises dealing with summarizing, contrasting, etc.

Congruence of Supervisor-teacher Perception

Supervisors responded to questionnaires for three teachers who had already provided responses either via interview or questionnaire (See Table 3). For the first teacher, there was great congruence between supervisor and teacher perception regarding the degree of changes made in teaching methods, the emphasis on thinking skills, and to what degree this emphasis was a change prior to participation in Project THISTLE.

For the second teacher, there was congruence only in perception of change made in teaching methods. On the other hand, while the supervisor perceived the teacher placing a great focus on thinking skills, the teacher perceived a lesser focus to be a great change.

The third teacher also had congruence only in perception of change made in teaching methods, some modification, while teacher and supervisor's perceptions differed in other areas. While the teacher perceived that she placed a great deal of focus on thinking skills, the supervisor perceived only somewhat of a focus. And while the teacher perceived this degree of focus to be a great change prior to her participation in Project THISTLE, the supervisor perceived the focus to be a small change. While the teacher cited five modifications that have taken place in her teaching, and the supervisor cited three, there was congruence only in the teachers increased use of groupwork.

Discussion

Teachers

The teachers who participated in this evaluation study perceived their participation in Project THISTLE to have resulted in positive change in their teaching, reporting either modifications or significant changes in teaching methods. The variety of modifications and changes (N=26) reported by these teachers suggests that the Project provided an abundance of teaching strategies presented in ways that facilitated transfer. The modifications or changes that were cited by more than one teacher, appear to overlap the two major thrusts of the Project, planning and teaching. The focus on planning is illustrated by the emphasis on setting realistic goals and objectives, and the ability to better develop questions to elicit thinking. The focus on teaching is illustrated by the emphasis on problem solving, improved questioning techniques, and great emphasis on wait-time following teacher questions.

Those teachers (N=3) who perceived that they had made significant changes were teachers who expressed how they were looking at their courses very differently. For example, a consumer math teacher had incorporated a great deal of vacabulary building and reading skills building into her lessons. A social studies teacher switched from lecture to a more socratic method, going beyond basic recall and requiring greater application and synthesis. A third teachernow focused less on teacher talk and more on student activities.

The Project's emphasis on providing teachers with coursework, experiences, and supervison that would promote planning and teaching which would more greatly foster the development of student thinking skills appears to be realized by the number of teachers (N=8) who reported that they were working with a great emphasis in thinking skills. The Project's impact on this thinking skills focus is supported by the number of teachers (N=9) reporting that this focus was either a small or great change from the way they taught prior to their participation in the Project.

The Project includes a significant emphasis on curriculum development as mechanism to improve teacher planning. Project participants take course work in the Principles of Curriculum Development as well as in Curriculum Construction, so that they have both a theoretical background and practical experience in the design and implementation of several units related to their subject areas. The majority of teachers (N=7) reported involvement in curriculum development activity ranging from a single unit to course development. One of the three teachers who reported that she had not been involved in curriculum development at all outside her work in THISTLE, indicated that she was planning to embark on a literature unit. Also, although not cited as a response category on the interview schedule/questionnaire, teacher adaptation of existing curriculum was often expressed as an on-going curriculum activity by these teachers. This response category omission could explain the contradictory response offered by a majority of the teachers (N=6) who perceived their involvement in curriculum development as representing a small change in this area prior to their participation in THISTLE. That is, the structure and phrasing of the question may have provided the perception that unit planning is more highly correlated with curriculum development activity than is either curriculum adaptation or course construction. The teacher response hesitation also supports this view.

Discussion

Teachers (continued)

Nevertheless, Project THISTLE did teach and encourage curriculum unit construction. Why then is there so little of it being done by this sample group of teachers? Interviews revealed two significant factors that may militate against greater teacher activity in this area, one the province of Project THISTLE, and the second that of the Newark School District.In the first instance, these teachers reported that they particpated in the Curriculum Construction for Secondary School course over a summer session semester. It was suggested that the concentrated period of time in which they were required to design several units made the activity focus on the mechanics of curriculum development with little time for reflection. This researcher's impression was that this course experience as well as the attendant feeling tones may have undermined significant transfer of learning, and affected motivation negatively. A second factor appears to be the lack of a formal school mechanism for on-going curriculum development where teachers who have developed skills in this area are both recognized for their abilities and are offered the opportunity to further develop and share these skills with colleagues.

Supervisors

The perception of these teachers' supervisors was that change in teaching methods had taken place as a result of participation in THISTLE, with supervisors reporting modification or significant change in six of seven teachers. Also, all seven teachers were perceived as focusing on thinking skills in their instruction, either somewhat or a great deal.

Both the poor questionnaire return from these supervisors-four of nine-as well as the sketchey information they provided, were very disturbing to this researcher. An informal interview response from one chairperson suggests a program implication that appears significant. This chairperson would only complete a questionnaire about the one THISTLE graduate whom he perceived to be making significant teaching contribution to the department. The others were perceived to lack a knowledge base in the academic area for them to make a professional teaching contribution. The implication was that the THISTLE focus on teaching strategies for the development of student thinking skills was wasted on teachers who lacked a solid academic grounding in subject matter.

The sketchiness of the supervisor's responses who perceived some modification in teaching in each of her three THISTLE graduates suggests a second program implication. While participation of supervisors in teacher staff development may not always be a healthy factor in terms of creating a climate that is beneficial to openness and conducive of behavior change, in this instance some modest involvement would be beneficial in helping supervisors support teacher change and development.

In the first instance of program implication, in that THISTLE teachers do take course work in their academic area at a later point in the THISTLE program, it may be beneficial to request information from supervisors of THISTLE applicants. This would allow the THISTLE team to better tailor the THISTLE-program to individual teachers needs, so that if the majority of teachers were considered weak in academic course area knowledge, study in this area would come early in the program, with significant interaction between the THISTLE coordinator and course instructor. Also, this initial input into a department member's course of study may produce a greater bond between teacher-supervisor-and THISTLE.

The second program implication may see the THISTLE team providing supervisor's with information and handouts that would offer some modest information base to further bond the supervisor to the Project as well as allowing them a greater opportunity to discuss their faculty's work in THISTLE. Perhaps the THISTLE Coordinator would also schedule on campus, informal meeting with supervisors and THISTLE team members in order to discuss the objectives of the program as well as individual course offerings.

Congruence of Supervisor-Teacher Perception

In that data was collected for only three teachers, little discussion is possible. This, of course, does not diminish the significant implications that this area may have for future research.

Conclusions

The data suggest that teacher participation in Project THISTLE has resulted in positive teaching changes, especially with a thinking skills focus, and in greater involvement in curriculum development.

During the interview teachers shared with this researcher their immense satisfaction in having the opportunity to participate in the Project, and the personal satisfaction they have derived from their professional development. By all indications, these teachers both enjoyed the program and perceive themselves as reaping the personal and professional rewards of increased ability to plan and instruct.

At the same time, several of the teachers spoke in a very nostalgic way about the excitement that was present as a result of collegial participation in the Project, and how this feeling was subsequently diminished because of lack of follow-up and a school structural mechanism that would provide for team planning and support.

The relatively small number of teacher participants and respondents in this study also troubled this researcher. This original sample population of 29 teachers had been provided eighteen credits of tuition-free, graduate education, by a fine faculty. The site coordinator's explanation was that the researcher should not interpret this teacher response as an indication that their experience in Project THISTLE was not a professionally rewarding one, because her perception was that for these teachers it certainly had been that. But rather, that these were busy teachers who perceived both interview and questionnaire as taking time from their busy day.

Of course there may be other explanations, however, the one that the THISTLE team may need to address is the one of teacher perceived affiliation with the Project. The conditions of inner-city teaching certainly undermines the development of loyalty and commitment, and the low teacher participation may suggest an extension of the kind of psychological survival techniques required by these teachers. Nevertheless, this factor may be one addressed in orientation and underscored throughout the program.

Montclair State College
UPPER MONTCLAIR NJ 07043

March 10, 1987

Dear :

Montclair State College is pleased to have had you participate in Project THISTLE. Your students, current and prospective, will reap the dividends of your participation. And I'm sure that you have benefited professionally, as you raised your performance level, both in terms of teaching and curriculum development skills.

Programs similar to ours are benefited by periodic assessment as well as research involving teaching dimensions related to the thrust of the project. This spring I would like to invite your participation in providing information that will be helpful to the continued excellence of THISTLE. Essentially, I will be attempting to determine two things:

1) Do teachers of the major academic areas share a common model for lesson planning related to thinking skills lessons, or do they approach their planning in a unique, personal way?

2) What specific changes in teacher planning, methods, etc., have resulted from participation in THISTLE?

The results of this research should have important benefits for future THISTLE courses.

Dean Michelli and Dr. Wendy Oxman have recommended Shabazz THISTLE participants as an excellent group of teachers to work with; therefore, I would like to invite your participation in this research. Your participation will consist of a meeting at Shabazz for about 30 minutes, during which time we will discuss both the planning of an upcoming lesson as well as your impressions as to how your teaching has changed as a result of THISTLE participation.

Please complete and return the participation form to Princess Towe by Wednesday, March 18.

I look forward to meeting you.

Yours truly,

John Palladino, Ed.D.
Assistant Professor
Project THISTLE

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

Montclair State College
UPPER MONTCLAIR NJ 07043

PARTICIPATION FORM

____ Yes, I would enjoy participating in the THISTLE research project.

____ No, I will not be participating in the THISTLE research project.

If you are participating, please provide your home phone number, so that I can phone to arrange our discussions.

Name: _____

Subject Area: _____

Home Telephone: _____

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

Please identify your 1. Position _____

2. School level _____

3. Subject area (if appropriate) _____

1. Please place a check mark next to the THISTLE course(s) you will have completed by the end of this spring 1987 semester:

   A. _____ Principles of Curriculum Development
   B. _____ Understanding Reading Comprehension
   C. _____ Curriculum Construction in Elementary or Secondary School
   D. _____ Research Seminar in Curriculum Construction (visits by THISTLE faculty)
   E. _____ Teaching Basic Writing
   F. _____ (other - please list) _____

2. In terms of your actual teaching (or other work), which of the following is true for you as a result of your participation in Project THISTLE?

   A. _____ My teaching methods (or other work) have not changed.
   B. _____ I have made some modifications in my teaching methods (or other work).
   C. _____ I have made significant changes in my teaching methods (or other work).

3. If you checked response letter A in question 2, please provide an explanation:

4. If you checked either response B or C in question 2, please describe in as much detail as possible, either the modifications(s) or significant changes that have taken place in your teaching (or other work): (If necessary, please use reverse side of this sheet.)

5. In your planning and teaching (or other works), you focus on thinking skills

a) __ not at all
b) __ somewhat
c) __ a great deal

6. If you checked response letter B or C in question 5, please place a checkmark next to those thinking skills that you have focused on:

A __ Making distinctions
B __ Making generalizations
C __ Formulating definitions
D __ Identifying cause-effect relationships
E __ Identifying part-whole relationships
F __ Recognizing consistencies and contradictions
G __ Making inferences
H __ Understanding figurative language
I __ Judging relevance
J __ Predicting outcomes
K __ Generating possibilities
L __ Generating metaphors
M __ Generating analogies
N __ Posing questions
O __ Giving reasons
P __ Giving examples
Q __ Drawing conclusions
R __ Summarizing
S __ Constructing hypotheses
T __ Identifying assumptions
U __ Identifying fallacies
V __ Applying criteria in forming judgments

7. Next to each checkmark that you have placed in the above list, place a number that indicates the emphasis that you have given to each of the checkmarked thinking skills. A 1 would indicate greatest emphasis; a 2 next greatest; etc.

8. To what extent is this degree of emphasis on thinking skills a change in the way that you taught (or worked) prior to your participation in Project THISTLE?

A __ No change at all
B __ A small change
C __ A great change

9. To what extent are you involved in curriculum development outside of your course-work for Project THISTLE?

A __ Not at all
B __ I have prepared one unit
C __ I have prepared several units
D __ (other - please list) _____

10. To what degree is your curriculum development work a change from your work in this area prior to your participation in Project THISTLE?

A __ No change at all
B __ A small change
C __ A great change

THISTLE QUESTIONNAIRE

Please identify your 1. Name_____

2. Position_____
3. Department_____
4. School_____

5. Teacher_____

6. In your supervision of the above teacher, which of the following is most true?

___A. The teacher's teaching methods have not changed

___B. There has been some modification in the teacher's teaching methods

___C. There has been significant changes in the teacher's teaching methods

___D. I am unable to make this assessment

7. If you checked either A or D above, are you able to provide an explanation?

8. If you checked either response B or C in question seven, please describe in as much detail as possible, either the modification(s) or significant changes that have taken place in the teacher's teaching.

9. In this teacher's teaching, he/she appears to focus on thinking skills

___A. Not at all

___B. Somewhat

___C. A great deal

___D. Unable to determine

10. To what extent is this degree of emphasis on thinking skills a change in the way the teacher taught prior to his/her participation in Project THISTLE?

___A. No change at all

___B. A small change

___C. A great change

___D. Unable to be determined

11. Since this teacher's participation in Project THISTLE, his/her overall teaching performance

___A. Has gotten worse

___B. Has remained the same

___C. Has improved

___D. Unable to determine

12. Can you specify an area of teaching that this teacher needs improvement in?

___A.Unable to determine

___B.There are no areas that need improvement

___C. Yes (Please describe below)

Please identify your 1. Position _____

2. School level _____

3. Subject area (if appropriate) _____

1. Please place a check mark next to the THISTLE course(s) you will have completed by the end of this spring 1987 semester:

A. _____ Principles of Curriculum Development
B. _____ Understanding Reading Comprehension
C. _____ Curriculum Construction in Elementary or Secondary School
D. _____ Research Seminar in Curriculum Construction (visits by THISTLE faculty)
E. _____ Teaching Basic Writing
F. _____ (other - please list) _____

2. In terms of your actual teaching (or other work), which of the following is true for you as a result of your participation in Project THISTLE?

A. _____ My teaching methods (or other work) have not changed.
B. 7 I have made some modifications in my teaching methods (or other work).
C. 3 I have made significant changes in my teaching methods (or other work).

3. If you checked response letter A in question 2, please provde an explanation:

4. If you checked either response B or C in question 2, please describe in as much detail as possible, either the modifications(s) or significant changes that have taken place in your teaching (or other work): (If necessary, please use reverse side of this sheet.)

3 Wait-time
2 Setting realistic goals,objectives
2 Problem-solving
2 Questions that elicit thinking
2 Improved questioning techniques
2 Testing for higher order thinking,essays

Making connections between disciplines
Group work,collaborative learning
Design materials
Include critical thinking
Vocabulary building
Reading skills building
Focus on vocabulary in word problems
More detailed analysis of student progress
Listen more how students explain

Incorporate Bloom's taxonomy
Monitor and adjust according to student progress
Take students through each step of a skill
Incorporate thinking skills in all lessons
Emphasis on questions
Students question each other
Go beyond basic recall to more application and synthesis
Use student background knowledge
Plan more activity participation for students
Talk less
Create a climate for improved responses to open-ended questions

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5. In your planning and teaching (or other works), you focus on thinking skills

a) ___ not at all
b) 2 somewhat
c) 8 a great deal

6. If you checked response letter B or C in question 5, please place a checkmark next to those thinking skills that you have focused on:

A ___ Making distinctions
B ___ Making generalizations
C ___ Formulating definitions
D ___ Identifying cause-effect relationships
E ___ Identifying part-whole relationships
F ___ Recognizing consistencies and contradictions
G ___ Making inferences
H ___ Understanding figurative language
I ___ Judging relevance
J ___ Predicting outcomes
K ___ Generating possibilities
L ___ Generating metaphors
M ___ Generating analogies
N ___ Posing questions
O ___ Giving reasons
P ___ Giving examples
Q ___ Drawing conclusions
R ___ Summarizing
S ___ Constructing hypotheses
T ___ Identifying assumptions
U ___ Identifying fallacies
V ___ Applying criteria in forming judgments

7. Next to each checkmark that you have placed in the above list, place a number that indicates the emphasis that you have given to each of the checkmarked thinking skills.

8. To what extent is this degree of emphasis on thinking skills a change in the way that you taught (or worked) prior to your participation in Project THISTLE?

A 1 No change at all
B 4 A small change
C 3 A great change

9. To what extent are you involved in curriculum development outside of your course-work for Project THISTLE?

A 3 Not at all
B 1 I have prepared one unit
C ___ I have prepared several units
D 5 (other - please list)

-Helped develop English curriculum
-Wrote syllabus for music appreciation
-Participated in development of general science course for Newark Central Office
-Will participate this summer in development of social studies curriculum
-Wrote consumer math course for seniors
-Wrote geometry course, math deficient college p

10. To what degree is your curriculum development work a change from your work in this area prior to your participation in Project THISTLE?

A 2 No change at all
B 6 A small change
C 2 A great change

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TABLE 2

THISTLE QUESTIONNAIRE

Please identify your 1. Name_____

2. Position_____
3. Department_____
4. School_____

5. Teacher_____

6. In your supervision of the above teacher, which of the following is most true?

1 A. The teacher's teaching methods have not changed

4 B. There has been some modification in the teacher's teaching methods

2 C. There has been significant changes in the teacher's teaching methods

1 D. I am unable to make this assessment

7. If you checked either A or D above, are you able to provide an explanation?

No supervisor explanation for A.
For D, the chairperson had not supervised the teacher in previous years.

8. If you checked either response B or C in question seven, please describe in as much detail as possible, either the modification(s) or significant changes that have taken place in the teacher's teaching.
Teachers perceived to have made significant changes:

Teacher 1
Willing to experiment with new methods
Receptive to constructive criticism
Stresses the importance of thinking skills as part of his instruction

Teacher 2
Uses more effective instructional techniques
Assesses and provides for differences in students' abilities
Utilizes varied and appropriate levels of questions
Provides activities which develop critical thinking

Teacher 3
Added more writing lessons
Uses more questions eliciting higher thinking skills
Uses more groupwork

9. In this teacher's teaching, he/she appears to focus on thinking skills

___A. Not at all

_4_ B. Somewhat

_3_ C. A great deal

___D. Unable to determine

10. To what extent is this degree of emphasis on thinking skills a change in the way the teacher taught prior to his/her participation in Project THISTLE?

_1_ A. No change at all

_3_ B. A small change

_2_ C. A great change

_1_ D. Unable to be determined

11. Since this teacher's participation in Project THISTLE, his/her overall teaching performance

___A. Has gotten worse

_1_ B. Has remained the same

_3_ C. Has improved

___D. Unable to determine

12. Can you specify an area of teaching that this teacher needs improvement in?

___A. Unable to determine

_1_ B. There are no areas that need improvement

_1_ C. Yes (Please describe below)

The use of more audio-visual materilas can be incorportated into writing exercises dealing with summarizing, contrasting, etc.

TABLE 3

THISTLE QUESTIONNAIRE

Please identify your 1. Name_____

2. Position_____

3. Department_____

4. School_____

5. Teacher 1 _____

6. In your supervision of the above teacher, which of the following is most true?

___ ___A. The teacher's teaching methods have not changed

Tchr Sup B. There has been some modification in the teacher's teaching methods

___C. There has been significant changes in the teacher's teaching methods

___D. I am unable to make this assessment

7. If you checked either A or D above, are you able to provide an explanation?

8. If you checked either response B or C in question seven, please describe in as much detail as possible, either the modification(s) or significant changes that have taken place in the teacher's teaching.

9. In this teacher's teaching, he/she appears to focus on thinking skills

___A. Not at all

Tchr ___B. Somewhat

_____ SupC. A great deal

___D. Unable to determine

10. To what extent is this degree of emphasis on thinking skills a change in the way the teacher taught prior to his/her participation in Project THISTLE?

___A. No change at all

_____ SupB. A small change

Tchr ___C. A great change

___D. Unable to be determined

11. Since this teacher's participation in Project THISTLE, his/her overall teaching performance

___A. Has gotten worse

___B. Has remained the same

___C. Has improved

___D. Unable to determine

12. Can you specify an area of teaching that this teacher needs improvement in?

___A.Unable to determine

___B.There are no areas that need improvement

___C. Yes (Please describe below)

THISTLE QUESTIONNAIRE

Please identify your 1. Name_____

2. Position_____
3. Department_____
4. School_____

5. Teacher_____2_____

6. In your supervision of the above teacher, which of the following is most true?

___A. The teacher's teaching methods have not changed

___B. There has been some modification in the teacher's teaching methods

Tchr Sup C. There has been significant changes in the teacher's teaching methods

___D. I am unable to make this assessment

7. If you checked either A or D above, are you able to provide an explanation?

8. If you checked either response B or C in question seven, please describe in as much detail as possible, either the modification(s) or significant changes that have taken place in the teacher's teaching.

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___A. Not at all

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Tchr Sup C. A great deal

___D. Unable to determine

10. To what extent is this degree of emphasis on thinking skills a change in the way the teacher taught prior to his/her participation in Project THISTLE?

___A. No change at all

___B. A small change

Tchr Sup C. A great change

___D. Unable to be determined

11. Since this teacher's participation in Project THISTLE, his/her overall teaching performance

___A. Has gotten worse

___B. Has remained the same

___C. Has improved

___D. Unable to determine

12. Can you specify an area of teaching that this teacher needs improvement in?

___A. Unable to determine

___B. There are no areas that need improvement

___C. Yes (Please describe below)

THISTLE QUESTIONNAIRE

Please identify your 1. Name_____

2. Position_____
3. Department_____
4. School_____

5. Teacher_____3_____

6. In your supervision of the above teacher, which of the following is most true?

___A. The teacher's teaching methods have not changed

Tchr Sup B. There has been some modification in the teacher's teaching methods

___C. There has been significant changes in the teacher's teaching methods

___D. I am unable to make this assessment

7. If you checked either A or D above, are you able to provide an explanation?

8. If you checked either response B or C in question seven, please describe in as much detail as possible, either the modification(s) or significant changes that have taken place in the teacher's teaching.

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_____ Sup B. A small change
Tchr ___C. A great change
___D. Unable to be determined

11. Since this teacher's participation in Project THISTLE, his/her overall teaching performance

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___B. Has remained the same
___C. Has improved
___D. Unable to determine

12. Can you specify an area of teaching that this teacher needs improvement in?

___A. Unable to determine
___B. There are no areas that need improvement
___C. Yes (Please describe below)